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ABSTRACT

This teaching guide for the Batavia (New York) City Schools outlines the English program at the junior high level and describes each course, its behavioral objectives, and suggested instructional materials and activities for use in the course. Following an introduction and a general explanation of the department's goals and methods of implementation, the contents include a course description for each of the areas of the English language arts program: speaking, listening, language, composition, mass media, literature, and reading. Additional information and lists of resources for instruction at the junior high level are appended. (RB)

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A Teacher's Guide

to

TEACHING JUNIOR HIGH SCHOOL ENGLISH

BATAVIA CITY SCHOOLS
Batavia, New York

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Summer, 1971

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INTRODUCTION

In the summer of 1970 work on an English curriculum for Junior High students began with the concept of behavioral objectives. Education is an attempt to modify one's behavior, and we decided that the behavioral objectives would provide the most logical and most effective way to educate.

The curriculum we devised, and which we revised in the summer of 1971, has several major provisions for students It means that an individual student's strengths and weaknesses will be evaluated, and that instruction will be oriented toward helping him overcome his weaknesses and reinforce his strengths. At the same time it permits students to bypass areas of competence rather than go through deadening repetition. The student progresses through the program as fast as his ability permits; there is no penalty for not keeping up with others in his class. By grouping students by skill rather than ability,the student will have more nearly an individualized program of instruction. Finally, it is an attempt to establish what students probably will need to know in the future, and it makes a consistent attempt to help students in these areas. It does not rule out other areas of study, but it attempts to put into perspective the material students should learn.

Beginning this year in the 9th grade we are putting the emphasis on the student and what he learns, and thus altering the teacher's position. He is now more involved in the development of a curriculum, its goals, objectives, methods, materials, and evaluation. He will have to work closely with others in the Department to evaluate and revise the curriculum. "His students" will perhaps be going to other teachers for work on specific skills; cooperation will be essential. He may also find his classroom role is changed. Instead of the traditional teacher--lecturer, he may become a guide or resource while students work more on their own to master skills. He may find himself specializing in one aspect of language skills, rather than attempting to master all aspects and probably truly mastering none. He may be involved in more team

teaching, more individual work with students, more thematic approaches to material. In short, his classroom will no longer be his own little world. What he does will affect others, and what they do will affect him. With this in mind the 7th and 8th grade teachers should prepare to some degree the students for this new responsibility.

During the two weeks we worked this summer we ordered the original objectives into grade levels. We established a method for implementing the 9th grade objectives into a team teaching situation which includes our basic concern for pre-testing, individualized instruction, and final evaluation of students. We provided a breakdown of the six major strands and their relative weights by grade level for the final exam. We established a departmental philosophy stating our policies on areas related to the curriculum. This curriculum provides us with a foundation on which we may continue to build an effective English program for the Junior High.

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GENERAL DEPARTMENTAL GOALS

At the May 1, 1970, Department meeting, we established thirteen general goals for students and teachers. The curriculum group used these general goals as a basis for the objectives it established. Because they represent valuable general goals and because they stimulated many objectives, we're reprinting these general goals.

A student should be able-

to evaluate literature

to read with understanding

to analyze the structures of the English language, both oral and written

to express himself orally with poise

to participate as an audience

to express himself in a variety of written forms

to create materials in all media

to use all media as resources

to evaluate his own decisions

to logically evaluate material in all media

to broaden the cultural diversity of his experiences

to relate his learning experiences across subject disciplines

to demonstrate community participation

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METHOD OF IMPLEMENTATION

Teachers must convert the written material in this English curriculum into classroom activities and specific diagnostic and achievement tests. As a preliminary to all objectives the student's motivation should be developed. Then each teacher must be aware that the student should go through a definite learning progression before he can master any behavioral objective. First, the student must be shown the skill or concept he must learn; second, the student must become familiar with the skill or concept so that repeated experiences will enable him to begin generalizations; third, the student must recognize the concept or skill when he encounters it; fourth, the student must be able to apply the skill or concept; fifth, the student must be able to analyze or evaluate material independently or create the material independently. The teacher and student must understand that mastery of each objective at its lower levels is essential to successful mastery at the higher achievement levels. It is better for a student to spend additional time achieving the lower levels of an objective than to have a superficial understanding of the lower levels and attempt to proceed to advanced work.

The objectives in the various strands of this English curriculum are presented with indications at which grade levels they should be introduced and mastered. Teachers must read this material in its presented sequence to fully understand it.

Individual teachers and students are responsible for working together to determine which objectives the student must concentrate on achieving and at what level he must work. The individual teacher is then responsible for developing a program that enables each student to progress in objective mastery throughout the English curriculum. Two requirements when working on objectives are: (1) That students be given the opportunity for constant reinforcement of lower level objectives even when they are working on higher levels, and (2) that students not allow any skill or concept, once mastered,

to remain dormant or it will rapidly be forgotten.

The interrelationship of objectives from the various strands is the responsibility of the individual teacher. Although a different strand may be emphasized each six week period, concepts and skills overlap the various strands so extensively that it should be impossible to devise a program exclusively within one strand. A sound reinforcement pattern also demands close attention to the multiple applications of every concept and skill.

The curriculum is not a prescription for teaching as it is essential that every teacher be free to attempt alternatives or innovations when trying to assist students to achieve these objectives. However, a list of suggested activities which may be used is included at the end of the list of objectives in each strand. Teachers are expected to contribute written reports of their efforts with this curriculum for distribution to all department members as part of an information exchange and resource catalogue of local methods.

Each teacher must realize that this is a program of objectives. This curriculum does not consider the variable learning abilities of students, nor does it consider the achievement level of a student when first assigned to a teacher. This is a curriculum for determining the achievement of an individual student and for focusing attention on specific skills and concepts which the student should attempt to learn.

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BEHAVIORIAL OBJECTIVES IN SPEAKING

Speaking is often labelled 'Speech', and dealt with as a separate subject. But it is so essential to communication that it should be a part of every class, especially every English class. Many of these objectives can be met in the usual English classes. The emphasis is on speaking well in any situation, formal or informal. Objectives introduced in 8th or 9th grade apply to formal speaking situations.

VOICE: A student should be able -

1. to use clear articulation (1 - 7 - 9)
2. to use clear enunciation (1 - 7 - 9)
3. to use correct pronunciation (1 - 7 - 9)
4. to use necessary volume (1 - 7 - 9)
5. to use varied pitch (1 - 7 - 9)
6. to vary speed of speech to suit purpose (1 - 7 - 9)
7. to use correct vocal characteristics such as rate, rhythm, volume, and quality (1 - 7 - 9)
8. to experiment with shallow breathing to check breath capacity
9. to experiment with diaphragmatic breathing to check breath capacity

PREPARATION: A student should be able-

1. to prepare and deliver a speech before an audience (1 - 8 - 9)
2. to use precise and accurate information (1 - 7 - 9)
3. to stress point without too much qualification or modification (1 - 7 - 9)
4. to present facts in a way to pique curiosity (1 - 8 - 9)
5. to prepare varying or combination of techniques (1 - 8)
6. to determine which presentation should be used in a given situation (1 - 9)
7. to use audience analysis factors such as general age, sex, education, interests, and size of audience (1 - 8 - 9)

8. to state examples of ways to persuade different audiences (I - 8, M - 9)

9. to structure oral statements according to organization, transition, and emphasis (I - 8 - 9)

10. to use main idea and central theme (I - 8, M - 9)

11. to prepare an outline (I - 8, M - 9)

12. to define a title which will identify the central theme (M - 8)

13. to limit the topic as first step in preparing a speech (I - 8 - 9)

14. to use the patterns of organization such as comparison and contrast, classification, cause and effect, inductive or deductive reasoning, chronological order, and spatial order (I - 8 - 9)

15. to use transitional devices to indicate sequence, order of importance, and logical consequences (I - 8 - 9)

PRESENTATION: A student should be able -

1. to use language that does not distract the attention of the listener (I-7-

2. to speak with clear, exact, and vivid language (I-7-9)

3. to use conversational tone to maintain rapport (I-7-9)

4. to indicate meaning and intent through stress and pitch (I-8-9)

5. to employ various types of supporting material such as anecdotes, examples, statistics, visual aids, descriptions, explanations, and quotations (I-7-9)

6. to make effective use of delivery aids such as note cards, maps, charts, objects, chalk, diagrams, slide projector, overhead projector, record player, and tape recorder (I-7-9)

7. to make effective use of body control, movement, and gesture (I-8-9)

8. to establish good eye contact (I-7,M-9)

9. to employ the techniques of scanning the audience and direct eye contact during a question and answer period following a presentation (I-8-9)

10. to use various types of discussion techniques such as panel, symposium, dialogue, open forum, lecture, dramatization, choral readings, debate (I-7-9)

11. to use the aspects of parliamentary procedure such as order of business, duties of major officers, steps in making a motion, how to keep minutes and what should be included, methods and kinds of voting, and definition of common procedural terms (I-7-9)

Suggested Activities:

Work on oral interpretation, reading plays and poetry aloud, role playing

Extemporaneous speeches

Have students rate speeches, possibly have students give grades

Do comedy monolog

Take some students to college to hear speakers

Have students teach a lesson

Use A-V equipment (VTR and tape recorders extensively)

Tape student made commericals and TV shows on VTR

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MASTER CHART - SPEAKING

GRADE LEVEL OBJECTIVES

VOICES:	7	8	9
1.	I	I	I
2.	I	I	I
3.	I	I	I
4.	I	I	I
5.	I	I	I
6.	I	I	I
7.	I	I	I
8.	SPEECH		
9.	UNITS		

PRESENTATION:	7	8	9
1.	I	I	I
2.	I	I	I
3.	I	I	I
4.		I	I
5.	I	I	I
6.	I	I	I
7.		I	I
8.	I	...	M
9.		I	I
10.	I	I	I
11.	I	I	I

PREPARATION:			
1.		I	I
2.	I	I	I
3.	I	I	I
4.		I	I
5.		I	I
6.			I
7.		I	I
8.		I	M
9.		I	I
10.		I	M
11.		I	M
12.		M	
13.		I	I
14.		I	I
15.		I	I

The charts are arranged to designate at which grade level (7,8,9) a particular objective should be introduced (I), practiced (...), or mastered (M).

Introduction at any level does not necessarily imply any ascertainable degree of mastery. Some objectives may require reviewing at the next grade level.

BEHAVIORAL OBJECTIVES IN LISTENING

Listening is one of the most overlooked skills. Other than a shout of "Shut up and listen", we seldom do anything to help students improve their listening skills. But well over half of our communication is listening, and few people can or do listen well. For this reason, we have included a strand in this curriculum which deals with listening skills. These are the types of skills which can be improved in everyday classroom situations; they don't need a separate class or a formal program of instruction. We believe that these objectives, if met, will help students become much better listeners than we are now.

A student should be able -

1. to state the main idea(s) in a speech (I - 7, M - 9)
2. to follow spoken directions (I - 7 - 9)
3. to answer questions seeking specific information after listening to material (I - 7 - 9)
4. to comprehend literal meaning (I - 7 - 9)
5. to identify figurative language (I - 7 - 9)
6. to visualize while listening (I - 7 - 9)
7. to distinguish between homonyms on the basis of context (I - 7, M -
8. to detect errors in usage after listening to written language as it is read aloud (good composition also) (I - 7 - 9)
9. to transalate oral inflections and pauses in spoken material into written punctuation (I - 7 - 9)
10. to spell correctly after listening to the word (I - 7 - 9)
11. to identify rhythms, especially in poetry (I - 9)
12. to identify onomatopoeia and alliteration (M - 9)
13. to discriminate between similar sounds (I - 7 - 9)
14. to translate sounds between languages such as the J in John and Juan (M - 7)

15. to identify the role of dramatic flourish, background music, and such, on the listener's interpretation (I - 8 - 9)

16. to list the speaker's support for his main ideas (I-7-9)

17. to evaluate the validity of the support (I-7-9)

18. to state the speaker's apparent purpose, such as to inform,to persuade, to entertain (I-8-9)

19. to explain how the speaker's purpose affects his choice of supporting material (I-9)

20. to identify the propaganda techniques used by speakers, such as testimonial, bandwagon, transfer, repetition, name-calling, glittering generality, card-stacking, half-truths, emotionally charged words (I-7-9)

21. to differentiate between fact and opinion (I-7-9)

22. to identify clue words which help differentiate fact from opinion, such as perhaps, probably, certainly (I-8-9)

23. to evaluate the role of tone and word choice in determining the speaker's attitude (I-9)

24. to define words from context (I-7-9)

25. to evaluate the logic of discussion or debate (I-9)

26. to anticipate a speaker's ideas from what he has said (I-8)

27. to make inferences from spoken material (I-8)

28. to demonstrate that his own biases, preconceptions, and such, do not interfere with his listening (I-9)

29. to avoid being distracted by speaker'smannerisms, dialect, and pronunciation

30. to avoid being distracted by external factors that interfere with good listening, such as noise, discomfort, interruptions, seat location (I-7, M-8)

31. to evaluate the effect of emotions on the part of the speaker (I-9)

32. to evaluate the effect of emotions on the part of the listener (I-9)

33. to identify the effects of qualifying words on speech (I-9)

34. to state the scheme of organization (I-9)

35. to state the relationship between parts and between parts and the whole (I-9)

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36. to state the importance of the general against the specific, the abstract against the concrete, in the presentation (1-9)

37. to integrate what the listener hears with his experience (1-7-9)

38. to evaluate speaker's word choices, word patterns, and word order (1-8)

39. to maybe even appreciate such verbal humor as puns, parodies, and satires (1-8)

SUGGESTED ACTIVITIES:

1. "Listen and Read" tapes
2. Oral interpretation
3. Rating of speeches requires good listening
4. Integrate listening and speaking as much as possible
5. ACE materials can be adapted
6. Unit on listening in Ideas for Teaching English
7. Chapter in Improving English Instruction
8. Use VTR tapes
9. Rumor clinic - relay messages through several people and note changes

MASTER CHART - LISTENING

GRADE LEVEL OBJECTIVES

LISTENING:	7	8	9
1.	I	...	M
2.	I	I	I
3.	I	I	I
4.	I	I	I
5.	I	I	I
6.	I	I	I
7.	I	M	...
8.	I	I	I
9.	I	I	I
10.	I	I	I
11.			I
12.		M	...
13.	I	I	I
14.	M	...	...
15.		I	I
16.	I	I	I
17.	I	I	I
18.		I	I
19.			I
20.	I	I	I
21.	I	I	I
22.		I	I
23.			I
24.	I	I	I

LISTENING:	7	8	8
25.			I
26.		I	I
27.		I	I
28.			I
29.	I	I	I
30.	I	M	...
31.			I
32.			I
33.			I
34.			I
35.			I
36.			I
37.	I	I	I
38.		I	...
39.		I	I

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BEHAVIORAL OBJECTIVES IN LANGUAGE

Language is a means of shaping an individual's experience. It is both an instrument of communication and a means of thought. To borrow another cliche', "The limits of my language are the limits of my thought". Language study incorporates grammar, but goes beyong traditional limits of grammar to study language in change, language that is growing and dying. Structure is as important as usage.

STRUCTURE: A student should be able -

1. to describe alphabet development into sound symbols. (M - 7)
2. to describe the way new words are added to a language (M - 8)
3. to explain what language structures a person acquires as he matures (I -
4. to describe the changes in word meanings as affected by experience, time, and context (I-8, M-9)
5. to explain how symbols relate to objects (M-7)
6. to use appropriate language in each situation (I-7)
7. to use inflectional forms correctly (I-7, M-9)
8. to compare and contrast United States and British English (I-9)

USAGE: A student should be able -

1. to identify the parts of speech according to their functions in a sentence (I-7, M-9)
2. to identify according to traditional definitions the parts of speech: noun, pronoun, adjective, adverb, verb, preposition, conjunction, and interjection (I-7, M-8)
3. to identify the function of each part of speech according to use in a sentence (I-7, M-9)
4. to explain how a noun or pronoun may function in more than one way in a sentence: subject, direct object, indirect object, predicate complement, objective complement, object of preposition, modifier, noun of direct address, appositive, interjection (I-7, M-9)
5. to explain how a verb may function in more than one way in a sentence: simple predicate, participle, infinitive, gerund (I-7, M-9)
6. to construct a sentence (M-7)
7. to analyze the change in meanings of a sentence as word order is varied (I-7)

8. to use agreement, pronouns, verbs, modifiers correctly (I-7, M-9)

9. to use capitalization correctly (I-7, M-9)

10. to use punctuation correctly (I-7, M-9)

11. to begin to use structural patterns in sentence construction (I-7)

SUGGESTED ACTIVITIES:

1. It is advisable to use composition work for language study. Many examples of good and bad structures may be found in students' own works which will be familiar to them.

2. A College Bowl Quiz might be used in which students make up their own questions on language.

3. Word cards colored for different parts of speech may be used for sentence construction.

4. Additional activities may be found in Warriner's Grammar and Composition, Scott Foresman's Guide to Modern English, and the N.C.T.E.'s Ideas for Teaching English.

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MASTER CHART - LANGUAGE

GRADE LEVEL OBJECTIVES

STRUCTURE:	7	8	9
1.	M	...	...
2.		M	...
3.	I	...	...
4.		I	M
5.	M	...	...
6.	I	...	...
7.	I	...	M
8.		...	I

USAGE OBJECTIVES:	7	8	9
1.	I	...	M
2.	I	M	...
3.	I	...	M
4.	I	...	M
5.	I	...	M
6.	M	...	...
7.	I	...	...
8.	I	...	M
9.	I	...	M
10.	I	...	M
11.	I	...	...

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BEHAVIORAL OBJECTIVES IN COMPOSITION:

Composition is, and has been, a standard part of any English program for years, and will remain so. All it needs to be implemented is time for writing and more writing. Composition can help achieve some of the language objectives.

GENERAL OBJECTIVES: A student should be able -

1. to write a composition using the layout required by the individual teacher, such as margins, color of ink, paper size, heading, writing on one side (M-7)
2. to write (and/or print) legibly M-7)
3. to use punctuation properly such as terminal punctuation, commas, semi-colons, colons, quotation marks, apostrophes, underlining, parentheses, dashes, hyphens, and interbangs (I-7, M-9)
4. to use capitalization properly (I-7, M-9)
5. to spell correctly (I-7, M-8)
6. to make up an original and imaginative title when requested (I-7,M-8)
7. to write fluently (I-8, M-9)
8. to choose a purpose (I-7, M-9)
9. to develop a delimited theme which meets a chosen purpose (I-8, M-9)
10. to write in different genres such as poetry, drama, essays, business and friendly letters, short stories (other suggested media including recipes, monologues, editorials, eye-witness accounts, biographical sketches,,newspaper articles) (I-7 & 8, M-9)
11. to constructively criticize his own and others' works (I-7, M-8)
12. to revise his own rough copies (I-7, M-8)
13. to identify exemplary compositions (I-7, M-8)

SENTENCE OBJECTIVES: A student should be able -

1. to write simple sentences of the four types; declarative, interrogative, imperative and exclamatory (M-7)

2. to write sentences in inverted order (I-7, M-8)
3. to write compound subjects in simple sentences (M-7)
4. to write compound predicates in simple sentences (M-7)
5. to write compound sentences using coordinating conjunctions (I-7,M-8)
6. to write compound sentences using the semi-colon (I-7, M-8)
7. to write complex sentences (I-8, M-9)
8. to combine sentences using modification/subordination by single words, pairs of words, phrases, clauses (I-7 & 8, M-9)
9. to vary the construction of sentences (I-7 & 8, M-9)
10. to use the active voice (M-8)
11. to use the passive voice (I-7, M-8)
12. to vary wording by using synonyms (I-7 & 8, M-9)
13. to vary position of words in a sentence for clarity and emphasis(I-7,M-9)
14. to use the "PIG" words in sentences: participle, infinitive, gerund (I-8, M-9)

PARAGRAPH OBJECTIVES: A student should be able -

1. to write a topic sentence (M-7)
2. to develop a paragraph around one central idea (I-7, M-8)
3. to develop a coherent paragraph (I-8, M-9)
4. to develop a chronological sequence in a paragraph (I-7, M-9)
5. to develop a paragraph using spatial order (I-8, M-9)
6. to develop cause and effect relationships in a paragraph (I-9)
7. to develop a paragraph using classification (I-9)
8. to develop comparison in a paragraph (I-8)
9. to develop contrast in a paragraph (I-8)
10. to use comparison and contrast in a paragraph (I-9)
11. to develop an inductive (specific to general) paragraph (I-9)
12. to develop a deductive (general to specific) paragraph (I-9)

13. to write with different tones in a paragraph such as humor, sarcasm, criticism, optimism (I-8)
14. to elicit different moods in the reader such as pathos, trepidation, joy (I-8)
15. to write paragraphs from different points of view (I-8)
16. to use figurative language in paragraphs (I-8)
17. to use transitional words such as first, next, eventually (I-8)
18. to select a paragraph development most effective to a purpose (I-9)
19. to write a beginning or introductory paragraph (I-8, M-9)
20. to write a summary or concluding paragraph (I-8, M-9)

ESSAY OBJECTIVES:

1. to use transition between paragraphs (I-9)
2. to organize into paragraphs (I-8)
3. to employ organization techniques, such as beginning-middle-end, first-second-third, save your best argument for last (I-9
4. to avoid repetition or to be concise (I-9)
5. to write creatively (I-7 & 8 & 9)

SUGGESTED ACTIVITIES:

1. Fluency - list words and get students to write using as many as possible within a specific time limit
2. Point of view - describe bowling from 10-pin viewpoint, etc.
3. "Dramadics" - collect familiar ad-lines and create meaningful dialogue
4. Open-ended exercises
5. Composition Books, Read, etc. are good
6. Can be done in connection with literature

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MASTER CHART - COMPOSITION

GRADE LEVEL OBJECTIVES

GENERAL OBJECTIVES:	7	8	9
1.	M	...	...
2.	M	...	...
3.	I	...	M
4.	I	...	M
5.		M	...
6.	I	M	...
7.		I	M
8.	I	...	M
9.		I	M
10.	I	I	M
11.	I	...	M
12.	I	M	...
13.	I	M	...

SENTENCE OBJECTIVES:			
1.	M	...	...
2.	I	M	...
3.	M	...	...
4.	M	...	...
5.	I	M	...
6.	I	M	...
7.		I	M
8.	I	I	M
9.	I	I	M
10.	M	...	...
11.	I	M	...
12.	I	I	M
13.	I	...	M
14.		I	M

PARAGRAPH OBJECTIVES:	7	8	9
1.	M	...	...
2.	I	M	...
3.		I	M
4.	I	...	M
5.		I	M
6.			I
7.			I
8.		I	...
9.		I	...
10.			I
11.			I
12.			I
13.		I	...
14.			I
15.		I	...
16.		I	...
17.		I	...
18.			I
19.		I	M
20.		I	M

ESSAY OBJECTIVES:			
1.		I	I
2.		I	...
3.			I
4.			I
5.	I	I	I

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BEHAVIORAL OBJECTIVES FOR STUDY OF MASS MEDIA

Like listening, the mass media are seldom studied in any formal manner in secondary schools. But we know that more students watch television or movies than read books; more people get their news from television or radio than from newspapers. Media study is no longer an interesting but irrelevant subject; it will be even more important in years to come. It is, to borrow a cliche', a "new language", and one we must become aware of if we are to help students become aware of it.

GENERAL OBJECTIVES: A student should be able -

1. to identify the media, including T.V., Radio, Newspapers, Magazines, Books, and Movies (M-7)
2. to describe the major characteristics of each (I-7, M-8)
3. to point out the major differences among media (I-7, M-8)
4. to identify the specific types of material best treated by each (I-8)
5. to recognize the limits of each (I-8)
6. to describe how the audience affects the medium (I-8)
7. to describe elementary ways media affect the student personally (I-7)
8. to evaluate media's contribution to local culture (I-9)
9. to evaluate media's contribution to national culture (I-9)
10. to describe how media build stereotypes (I-9)
11. to describe how media destroy stereotypes (I-9)
12. to describe how media alter stereotypes (I-9)
13. to respond with specific praise or criticism to the media (I-8 & 9)

NEWS FUNCTION: A student should be able -

1. to evaluate the importance of news in each medium (M-8) - Newspapers exist to carry news; radio and T.V. devote much less time to it
2. to describe the advantages and disadvantages of each medium in covering news (I-8)

3. to identify the types of news each medium treats best (I-8)

4. to describe the major differences among media in handling news (I-8)

5. to identify slanted or loaded language, false logic, and bias (I-7,M-9) (see also "Advertising Function" and Reading objectives)

6. to describe the role of media in shaping attitudes and opinions (I-9)

7. to describe the effect of each medium on news events and on readers or viewers (I-9)

PRINT: A student should be able -

1. to identify the different sections of a newspaper (M-7)

2. to describe the way the newspaper/newsmagazine is arranged (M-7)

3. to describe the composition of the major sections, such as front page, editorial page, sports page (I-7)

4. to label the various types of newspaper articles, such as feature and news analysis (I-7, M-9)

5. to write a news story (I-8, M-9)

6. to write an editorial or column (I-8, M-9)

7. to write features and analyses (I-8, M-9)

8. to write headlines (I-8, M-9)

9. to evaluate headlines (I-8, M-9)

10. to evaluate importance of articles and pictures and charts (I-7, M-9)

RADIO - TV: A student should be able -

1. to describe the effect tapes and films have on the audience (I-9)

2. to identify the effects on the audience of live, nearly instantaneous news coverage (I-9)

3. to evaluate the use of tape or film on newscasts (I-9)

4. to give reasons for the popularity of TV news as opposed to other media (I-8)

5. to describe how speaker's tone affects his credibility (I-9)

6. to identify the effects of time limits on radio-TV news coverage (I-9)

7. to identify the major problems with which radio-TV news must cope(I-9)

ENTERTAINMENT FUNCTION: A student should be able -

1. to identify the types of entertainment common to or best suited for each medium (I-9)
2. to identify the audience for which each selection is aiming (I-9)
3. to describe how the audience affects the message (I-9)
4. to evaluate the extent to which media characters are credible (I-7-9)
5. to evaluate the extent to which media deal with reality (I-9)
6. to evaluate the extent to which media deal with current social issues (I-9)
7. to identify the changes necessary in translating material from one medium to another (I-9)
8. to identify the role of such factors as music, lighting, scenery, etc., in TV or movies (I-9)
9. to establish criteria for evaluating media such as plot, setting, acting, characterization, dialogue, music, photography, sound-and-special effects, continuity, unity, closure (self-containment), and any other pertinent factors (I-9)
10. to evaluate media according to established criteria (I-9)
11. to predict outcomes of theatrical situations (I-9)
12. to identify typical plots, settings, and characters (I-9)

Also see objective 9 in the Literature Section.

ADVERTISING FUNCTION: A student should be able -

1. to identify traditional sales/propaganda techniques (I-7, M-9)
2. to judge the audience for which the ad is aimed (I-9)
3. to identify psychological/emotional appeals, such as the Noxema Stripper (I-9)
4. to identify the major types of ads, such as classified, retail, display, and public service (I-9)
5. to describe the effects of timing and location on an ad's effectiveness (I-9)

SUGGESTED ACTIVITIES:

1. Use the V.T.R. and tapes extensively.
2. Use movies both here and at the theater as often as possible.
3. If possible use movie/book combinations.
4. Have the class make their own T.V./Radio shows, movies, or newspapers and magazines.
5. Compare written newspapers and magazines to tapes of T.V./Radio newscasts or documentaries.
6. Prepare script-for-acting from a short story.

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MASTER CHART - MASS MEDIA

GRADE LEVEL OBJECTIVES

GENERAL:	7	8	9
1.	M	...	...
2.	I	M	...
3.	I	M	...
4.		I	...
5.		I	...
6.		I	...
7.	I	...	...
8.			I
9.			I
10.			I
11.			I
12.			I
13.		I	I

NEWS FUNCTION:			
1.		M	...
2.		I	...
3.		I	...
4.		I	...
5.	I	...	M
6.			I
7.			I

NEWS IN PRINT:	7	8	9
1.	M	...	...
2.	M	...	...
3.	I	...	...
4.	I	...	M
5.		I	M
6.		I	M
7.		I	M
8.		I	M
9.		I	M
10.	I	...	M

NEWS IN RADIO - TV:			
1.			I
2.			I
3.			I
4.		I	...
5.			I
6.			I
7.			I

ENTERTAINMENT:			
1.			I
2.			I
3.			I
4.	I	I	I
5.			I
6.			I

MASTER CHART - MASS MEDIA

GRADE LEVEL OBJECTIVES

ENTERTAINMENT:	7	8	9
7.			I
8.			I
9.			I
10.			I
11.			I
12.			I

ADVERTISING FUNCTION:	7	8	9
1.	I	...	M
2.			I
3.			I
4.			I
5.			I

BEHAVIORAL OBJECTIVES IN LITERATURE

Literature is the third traditional segment of English. The objectives established here are probably very similar to what you have been doing. This may do no more than remind you of the material with which students should be familiar. The study of literature should not detract from the enjoyment of literature.

SPECIFIC OBJECTIVES: A student should be able -

1. to identify drama including the history of drama as well as the reading of plays (I-7, M-8)
2. to identify poetry as language under pressure in verse form having a rythym to it (I-7, M-8)
3. to identify short story as prose fiction which can be read at one sitting (I-7, M-8)
4. to identify novel as book-length prose fiction with a great degree of complexity (I-7, M-8)
5. to identify biography including auto-biography (I-7, M-8)
6. to identify expository writing such as essays, articles, and editorials (I-7 & 8, M-9)
7. to identify mythology, religious myths, and folklore (I-7 & 8, M-9)
8. to evaluate samples of each genre (I-8)
9. to analyze each literary genre in terms of concepts such as

a. subject	(M-7)	m. irony	(I-8)
b. title	(M-7)	n. time	(I-7, M-8)
c. author	(M-7)	o. climax	(I-7, M-8)
d. mood	(I-9)	p. point of view	(I-8)
e. theme	(I-8)	q. foreshadowing	(I-9)
f. tone	(I-8)	r. dénouement	(I-9)
g. plot	(I-7, M-9)	s. protagonist	(M-8)
h. allusion	(I-9)	t. antagonist	(M-8)
i. resolution	(M-8)	u. satire	(I-9)
j. characterization	(I-7)	v. comedy	(I-8)
k. conflict	(I-7, M-9)	w. tragedy	(I-8)
l. setting	(I-7, M-8)		

(These concepts also apply to Media section. This is not an all-inclusive list)

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10. to compare different genre which treat a similar topic noting the limitations and advantages one genre has over another (1-8)

11. to identify several authors in each genre (1-7)

12. to give a definition for each genre explaining its essential elements (1-8 & 9)

13. to read poetry aloud (1-7)

14. to read drama aloud (1-7)

15. to participate in a dramatic production (1-7)

DESIRABLE BUT NOT EASILY MEASURABLE OBJECTIVES FOR LITERATURE: A student should be able -

1. to acquire vicarious experiences through literature (1-7)

2. to acquire insight into human behavior through literature (1-7)

3. to acquire knowledge of his heritage through literature (1-7)

4. to enjoy literature (1-7)

5. to draw parallels between what happens in literature and what happens in his own experience (1-7)

SUGGESTED ACTIVITIES:

1. Reenforcing social studies topics with appropriate literature such as -

   7th - folklore of New York

   8th - Mark Twain, Hawthorne, U. S. Folklore

   9th - Japan, Asia, Africa, India literature

2. For analyzing concepts open-ended stories may be used with students providing a suitable climax or resolution.

3. Novel is required in the 9th grade, urged in 7th and 8th in shorter form.

4. For review and evaluation purposes a "college bowl" "king of the hill-type" committee setup may be utilized.

5. Recommended reading -

   A. Drama: 9th - One full length play; 7th & 8th - short plays

   B. Novel: 9th - required; 7th & 8th - recommended

   C. Biography: 9th - full length; 7th & 8th - short ones

MASTER CHART - LITERATURE

GRADE LEVEL OBJECTIVES

SPECIFIC OBJECTIVES:	7	8	9
1.	I	M	...
2.	I	M	...
3.	I	M	...
4.	I	M	...
5.	I	M	...
6.	I	...	M
7.	I	...	M
8.		I	...
9. (a)	M	...	...
(b)	M	...	...
(c)	M	...	...
(d)			I
(e)		I	...
(f)		I	...
(g)	I	M	...
(h)			I
(i)		M	...
(j)	I	...	...
(k)	I	...	M
(l)	I	M	...
(m)		I	...
(n)	I	M	...
(o)	I	M	...
(p)		I	M
(q)		...	I

SPECIFIC OBJECTIVES:	7	8	9
(r)		...	I
(s)		M	...
(t)		M	...
(u)			I
(v)		I	...
(w)		I	...
10.		I	...
11.	I	...	...
12.		I	I
13.	I	...	...
14.	I	...	...
15.	I	I	I

Desirable but not easily measurable:

	7	8	9
1.	I	...	...
2.	I	...	...
3.	I	...	...
4.	I	...	...
5.	I	...	...

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BEHAVIORAL OBJECTIVES IN READING

In Batavia schools, reading is often handled through a separate reading teacher. Bu we included the "Reading" strand because we also teach reading, by plan or by accide and because many of these objectives are valid for English.

WORD ANALYSIS: A student should be able -

1. to form the correct sounds when given the written symbols
2. to list alternative written symbols when hearing a word
3. to rapidly discriminate visually between similar words
4. to divide words into syllables
5. to identify the accented syllable of a word whether read or heard
6. to distinguish between words with slight variations in pronunciation
7. to pronounce new words using phonetic analysis
8. to identify roots within a word
9. to identify the meanings of prefixes and suffixes
10. to use inflectional endings to alter word meaning
11. to alter spelling when using inflections
12. to identify derived forms of words (know roots, prefixes, suffixes, inflectional endings)
13. to alter word meaning by adding adverbial, adjectival, and noun suffixes
14. to alter pronunciation of homographs as usage varies
15. to use accent as a clue to the meaning of heard homographs
16. to identify the inflectional endings of words of foreign origin
17. to form compound words
18. to use compound words
19. to distinguish homonyms when used in context, whether heard or read

VOCABULARY ACQUISITION: A student should be able -

1. to define words from context using word structure, synonyms, and contrasts as context clues
2. to use precise words in writing descriptions
3. to use synonyms

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4. to use antonyms
5. to describe the denotations of words
6. to describe the connotations of words
7. to describe the multiple meanings of words
8. to use figurative language
9. to use words to suggest mood through their connotations
10. to describe the components of current acronyms
11. to use technical vocabulary appropriately
12. to use media jargon appropriately
13. to derive unfamiliar word meanings from accompanying graphics, such as pictures, illustrations
14. to separate words appropriate to verbal and written vocabularies, such as slang, colloquialisms, standard, formal
15. to select words appropriate to varying social situations, such as parties, school, and introductions
16. to vary vocabulary to affect style
17. to describe the meanings of commonly used words of foreign origin
18. to describe the meanings of words with historical, mythological, and Biblical referents
19. to avoid figurative clichés

COMPREHENSION SKILLS: A student should be able -

1. to make appropriate titles for paragraphs
2. to make appropriate titles for short stories
3. to express the main idea of a story in one sentence
4. to identify supporting details for a main idea
5. to locate the topic sentence in a paragraph
6. to follow in sequential order whatever directions are given
7. to list time sequence clues from written material
8. to recall details after reading
9. to follow pronoun reference

10. to use transitional and modifying words to aid comprehension
11. to use end punctuation to aid comprehension
12. to use internal punctuation to aid comprehension
13. to use quotation marks to aid comprehension
14. to describe cause-effect relationships
15. to unravel multi-clausod and multi-phrased sentences
16. to state an inferred main idea, such as from a topic sentenceless paragraph

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CRITICAL AND INTERPRETIVE READING: A student should be able -

1. to distinguish fiction from non-fiction
2. to separate statements of fact from statements of opinion
3. to verify the accuracy of a passage
4. to evaluate relevance of content to purpose
5. to make inferences from context clues
6. to make inductive conclusions
7. to make conjectures based upon current information
8. to relate reading to self
9. to relate reading to own experience
10. to assess the reliability of an author's statement
11. to evaluate an author's qualifications on a given topic
12. to describe an author's apparent purpose
13. to assess the reliability of an information source
14. to detect propaganda
15. to identify unsupported generalizations
16. to identify exaggerations
17. to describe an author's tone
18. to recognize errors in deductive reasoning
19. to recognize false analogies
20. to verify the soundness of inductive reasoning

FINAL EXAM POLICY - 2 -

9th Grade - heavier concentration on literature

LANGUAGE USAGE	10
LISTENING/SPEAKING	15
MASS MEDIA	20
COMPOSITION	25
LITERATURE	30
	100 Points

FINAL EXAM POLICY

The final exam should reflect the areas of concentration aspired to during the year in terms of the behavioral objectives stated in the curriculum. The following exam format is mandatory according to grade levels. Specific questions are left to discretion of teachers at each grade level subject to approval of the department chairman. School policy requires students to remain in exams for 1½ hours. Exams should be designed accordingly. Up to 20% may be given during the final week of classes.

7th Grade - heavier concentration on language (grammar)

SPELLING	10
LANGUAGE USAGE	40
COMPOSITION/LITERATURE	30
LISTENING/SPEAKING	10
MASS MEDIA	10
	100 Points

8th Grade - heavier concentration on composition

SPELLING	10
LANGUAGE USAGE	20
COMPOSITION	25
LITERATURE	20
LISTENING/SPEAKING	10
MASS MEDIA	15
	100 Points

C. Who's Who in America .

D. Current Biography

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E. general encyclopedia(s)

F. Reader's Guide to Periodical Literature

G. almanac

H. atlas

4. to use material in the school library:

A. card catalogue

B. vertical file

C. material on the stacks

5. to use cross references in all research

RATE OF READING: A student should be able -

1. to read silently without vocalizing
2. to read by phrases
3. to adjust reading rate to the purpose for reading
4. to increase reading rate while maintaining comprehension

ORAL READING: A student should be able -

1. to select appropriate material for oral presentation
2. to use punctuation in oral reading
3. to read orally with expression
4. to increase eye-voice span for oral reading
   Student should read silently ahead of phrases he is reading orally
5. to seek eye contact with audience during oral reading
6. to modulate voice stress and pitch to emphasize material during oral readi
7. to maintain poise when reading orally
8. to prepare material for oral reading

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WORK STUDY SKILLS: A student should be able -

1. to handle books properly
2. to use the parts of a book: title page, preface, table of contents, body, footnotes, index, appendix, glossary, bibliography
3. to state a purpose for a particular reading exercise
4. to briefly summarize his reading
5. to follow oral directions
6. to follow written directions
7. to skim for specific information
8. to categorize facts read
9. to prepare an outline
10. to organize random materials in an outline
11. to read graphic materials, such as pictures, illustrations, charts, maps
12. to overview material before study to determine main ideas
13. to recognize separate purposes of middle paragraphs in a lengthy work
14. to use note-taking techniques from oral presentations
15. to use note-taking techniques from written presentations
16. to seek definitions for all unfamiliar words

LOCATIONAL SKILLS: A student should be able -

1. to use classifications of materials
2. to skim materials to determine content
3. to use various reference works:

   A. dictionary

      1. to use the key for pronunciation of new words
      2. to verify phonetic analysis
      3. to find synonyms and antonyms
      4. to verify word meanings
      5. to use guide words, etymology, inflections

   B. thesaurus

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ADDITIONAL INFORMATION

English classes should be activity oriented, with student participation and increasing student responsibility for directing their own learning. Students should be active learners, which requires that students know what they are expected to learn and why. The study of English should emphasize the skills in the several strands, rather than emphasizing facts which, while often valuable, should be secondary to skills and concepts.

The A-V equipment is intended for our use. The video-tape recorder is available, but its use must be scheduled with the VTR coordinator, Mrs. Ricci. Video-tapes and films are ordered for specific classes or grades and are to be shown only to those classes unless the teachers who ordered them invite others in. We also have found the theaters here and the Studio Arena Treater in Buffalo to be quite helpful and cooperative in arranging field trips to movies or plays, and we encourage such trips.

Plagiarism is an unfortunate hazard in junior high. Under the definition of plagiarism we include not only literal copying but also extensive paraphrasing or copying of ideas. How a teacher handles plagiarism is up to him, but we recommend each teacher develop a consistent policy.

Lost or damaged books must be replaced or paid for. The money should be turned in to the Chairman, who will use it to replace the books.

During the year we get a number of essay contests for students to enter. While teachers should encourage students to participate in these contests, they should not require participation, and alternate topics should be available.

Teachers should encourage reading, and when possible allow class time to use the library and to read. Teachers should encourage varied and extensive reading. Book reports are left to the teacher's discretion, although we encourage creative book reports if a teacher does them. Ideas for Teaching English has a number of good ideas for book reports, as do copies of English Journal.

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Homework assignments, amounts, and grading are left to the discretion of each teacher. Repeated failure to turn in homework should be reflected in a student's effort mark, and if the homework is graded, in his numerical grade. In assigning homework, we should respect other demands on the student's time. We recommend that teachers allow some class time for students to begin homework, but recognize that some students work better at home than in class, and so not force students to begin their work in class.

The Department's grading policy is reflected in the following statements:

1. Consistent failure to hand in graded homework should be reflected in a student's grade; failure to turn in ungraded homework should be reflected in the student's effort mark.

2. Compositions should constitute one-fourth of the grades.

3. Compositions should be graded on several bases, rather than one all-encompassing grade. A possible mechanism is COSM - (content, organization, structure, mechanics). This gives a student a better idea of his ability than does one grade, and allows the grades to be weighted to reflect the emphasis in the composition. We also advocate extensive appropriate comments on student's compositions.

4. School policy calls for six grades per marking period.

RESOURCE REQUISITION

All departmental resources, which includes books, classroom supplements, visual aids, dictionaries, teacher reference material, and equipment, are listed and assigned to specific grade and ability levels or to specific teachers. This resource assignment is primarily for administrative ease and especially to avoid conflicts in use in succeeding years of study. The resource lists are not proscriptive: It is not necessary to use all of the resources on any grade/ability list, and materials may be added or deleted.

New resources may be obtained only through the following procedure, unless the department chairman gives written permission for a specific alternative. This applies to all material, whether school purchased or student purchased.

The teacher who wishes to request any resources must send the following information to the department chairman:

1. title, author, publisher, unit price, quantity required
2. purpose for which resource is requested
3. what is the opinion of critical commentary on this resource
4. the teacher's assessment of the suitability of this resource for a particular grade and ability level

The teacher or chairman should also obtain an examination copy of any texts before ordering books.

The department chairman will send all approved requisitions to the business office for purchase orders. When the resource is received, all department members will be notified of the resource and the grade and ability level to which it is assigned.

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Any challenges to departmental resources must include the following written information and be sent to the department chairman:

1. Title, author, publisher or resource.
2. Have you read/viewed this resource? completely _____

   in part _____

   which pages/sequences _____
3. What are your objections to this resource? Please cite specific pages or sequences.
4. What, in your own words, is the theme of this resource?
5. Are you aware of critical commentary on this resource? From where?
6. Do you see any value in this resource?
7. What would you prefer to have done with this resource?

   a) optional for your child b) optional for the group

   c) removed from study d) other (please specify)
8. What alternative resource would you recommend which could be used in this same program?
9. Are you acting as the representative of any group? Please name.
10. Signature

The department chairman shall consult with the members of the English department and attempt to resolve these differences.

Any disagreements which are not resolved at the departmental level shall be referred to the Instructional Administrator. If the disagreement cannot be resolved at this level, it shall be referred to the Superintendent and the Board of Education for a final decision.